

# REQUEST FOR APPLICATIONS (RFA # GDO-DSE-TCM-13)

## *Office of the State Superintendent of Education*

### FY 2013 District Charter Local Education Agency (LEA) Co-Located Therapeutic Classroom Model



**RFA Release Date:  
June 28, 2013**

**Application Submission Deadline:  
July 18, 2013**

**Division of Specialized Education (DSE)  
810 First Street, NE  
5<sup>th</sup> Floor  
Washington, DC 20002**

LATE APPLICATIONS WILL NOT BE CONSIDERED FOR AN AWARD

#### **CHECKLIST FOR APPLICATION**

**FY 2013 District Charter Local Education Agency (LEA)  
Co-Located Therapeutic Classroom Model**

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**The Office of the State Superintendent of Education (OSSE) will not forward applications to the review panel that do not conform to the following specifications:**

- ☐ The application is printed one-sided on 8.5" by 11" paper, double-spaced (including bulleted items), using 12-point Calibri font with a minimum of one inch margins.
- ☐ Two copies of the application (with attachments) are provided, one (1) original hard copy application and one (1) electronic copy (PDF) emailed to [yuliana.delarroyo@dc.gov](mailto:yuliana.delarroyo@dc.gov).
- ☐ The applicant has responded to all sections of the Request for Applications ("RFA") and the application contains all the information and attachments required.
- ☐ Applications received after 4:00 p.m. EST, on July 18, 2013 will not be considered for review. Any additions or deletions to an application will not be accepted after the deadline. Applicants will not be allowed to assemble application materials on the premises of OSSE. Applications must be ready for receipt by OSSE.

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## **SECTION 1. GENERAL INFORMATION**

### **1.1 Introduction**

The Division of Specialized Education (“DSE”), within the Office of the State Superintendent of Education (“OSSE”), is soliciting grant applications from District of Columbia local education agency charter schools (“LEA charters”)<sup>1</sup> to provide one-time start-up support to create, staff, and manage a co-located therapeutic classroom model.

### **1.2 Purpose of Funds**

The purpose of these grants is to expand the capacity of LEA charters to meet the needs of students with Individual Education Programs (“IEPs”) with high levels of need and ensure that they are provided a Free Appropriate Public Education (“FAPE”) in the least restrictive environment (“LRE”).

Grantees will be required to create a co-located classroom model that provides students with effective, intensive therapeutic supports, including but not limited to specialized instruction, related services, wraparound support, and a robust transition plan to support a student’s successful re-integration to the LEA of primary enrollment.

### **1.3 Source of Funds**

The source of funds for the FY13 Charter Local Education Agency Co-Located Therapeutic Classroom Model Grant is FY13 local funds.

### **1.4 Grant Award**

The District Charter Local Education Agency Co-Located Therapeutic Classroom Model Grant is competitive. Each grantee must demonstrate its ability to provide intensive programming and support to LEA charter students with IEPs:

- Whose disability classification is either Emotional Disturbance (“ED”) or Multiple Disabilities (“MD”) with ED and/or Other Health Impairment (“OHI”)- Attention Deficit Hyperactive Disorder (“ADHD”), and
- Whose level of need cannot be accommodated at the LEA of primary enrollment. The classroom must accommodate ten (10) students and ensure a staff to student ratio of three to one (3:1). Staffing must include a special education teacher, a clinician, and a behavioral aide. The model must adopt an evidence-based therapeutic model with demonstrated success in other jurisdictions.

Placements into the program will be made by LEA Charters that enter into a Memorandum of Agreement (“MOA”) between OSSE, the sending LEA, and the receiving LEA that outlines programmatic and fiscal obligations under the Individuals with Disabilities and Education Act (“IDEA”). Specifically, the MOA will delineate:

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<sup>1</sup> The term “LEA Charters” refers to public charter schools that serve as their own LEA for special education purposes.

- The sending LEA’s ongoing obligation to oversee the student’s IEP and the receiving LEA’s obligation to provide all direct services;
- The sending LEA’s obligation to pay the receiving LEA, on a pro-rated basis, all per-pupil funds received, other than the UPSFF compliance funds and IDEA funds, for the duration of the student’s participation in the program; and
- A system for accessing open and available “slots” in the program that ensures equity between participating sending LEAs.

Applicants must submit proposals no later than 4:00pm EST on July 18, 2013. Applications will be scored by a three (3) member panel using a rubric (see **Attachment E- “Scoring Rubric”**). All recipients of the grant award are expected to be notified by July 26, 2013.

### **1.5 Funds Available**

The total amount of funding available to support this opportunity is six hundred thousand dollars (\$600,000), available at a rate of two hundred thousand dollars (\$200,000) per classroom, with a total of up to three (3) classrooms. The funds will be awarded based on eligibility (Section 1.6), strength of the application, and proposed quality of services provided to District students. This grant is a one-time, startup initiative.

### **1.6 Eligibility**

Eligible applicants will be LEA charters that will ensure:

- The ability to physically house an additional classroom;
- The ability to appropriately staff the therapeutic classroom model according to grant requirements;
- The ability to adopt an evidence-based model with proven success;
- The ability to monitor and enforce the terms of resulting MOA(s); and
- The ability to ensure a School Year 2013-2014 (SY 13-14) start-up.

The degree to which LEAs demonstrate the creative use of existing partnerships and/or secure additional resources from community partners will be considered. In addition, the degree to which LEAs are able to create opportunities to showcase the model for other LEAs to learn about best practices will be considered.

### **1.7 Permissible Use of Grant Funds**

Each LEA charter may submit an application for only one (1) site; however, each site may house up to three classrooms. Grantees may only use grant funds for allowable grant project expenditures. The grant is strictly limited to assisting LEA charter schools in the development and implementation of intensive programming and support for students with high needs who are eligible for special education services. Grant funds will be provided as a lump sum advancement.

### **1.8 Grant Monitoring**

OSSE may utilize several methods to monitor the grant including, but not limited to, the collection of performance data and financial reports. All information in these reports is subject to verification, and OSSE may require additional information from the grantee.

## **SECTION 2. SUBMISSION OF APPLICATION**

### **2.1 RFA Release**

The release date of the RFA is June 28, 2013. The RFA is available both online at [www.osse.dc.gov](http://www.osse.dc.gov) and/or by contacting the Division of Specialized Education at (202) 741-0478.

### **2.2 Pre-Application Workshop**

A mandatory pre-application workshop will be held on two dates: Tuesday, July 9, 2013, 3:00-4:00 pm, and Wednesday, July 10, 2013, 2:00 - 3:00 p.m.

### **2.3 Intent to Apply**

A "Notification of Intent to Apply" form must be submitted to OSSE by 5:00pm on July 8, 2013. This form (see Attachment A) should be submitted via email to [yuliana.delarroyo@dc.gov](mailto:yuliana.delarroyo@dc.gov).

### **2.4 Application Deadline**

Applications are due no later than July 18, 2013. Applications must be delivered and e-mailed to:

Office of the State Superintendent of Education  
Division of Specialized Education  
810 First Street, NE, 5<sup>th</sup> Floor  
Washington, DC 20002  
Attention: Ms. Yuliana Del Arroyo  
E-mail: [Yuliana.delarroyo@dc.gov](mailto:Yuliana.delarroyo@dc.gov)

A hard copy of the application must be sent with sufficient time to be received by no later than 4:00 pm July 18, 2013, at the above location. LATE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL.

### **2.5 Award Announcement**

OSSE expects to notify applicants of their award status by July 26, 2013.

### **2.6 Updates**

Information and updates regarding this RFA will be made available online at [www.osse.dc.gov](http://www.osse.dc.gov)

### **2.7 Contact Information**

Applicants are advised that the authorized contact person for matters concerning this RFA is:

Ms. Yuliana Del Arroyo  
Director, Placement Oversight Unit  
810 First Street, NE, 5<sup>th</sup> Floor  
Washington, D.C. 20002  
[Yuliana.Delarroyo@dc.gov](mailto:Yuliana.Delarroyo@dc.gov)



### **SECTION 3. APPLICATION CONTENT**

#### **3.1 Format and Scoring**

The application must be printed one-sided on 8.5" by 11" paper, double-spaced (including bulleted items), using 12-point Calibri font with a minimum of one inch margins. A completed application with attachments is required upon submission. OSSE will not forward applications to the review panel that do not conform to these specifications.

The scoring of the application is based on a 50 point scale. For details on the FY 2013 District Charter Local Education Agency Co-Located Therapeutic Classroom Model Scoring Rubric, please refer to **Attachment E- "Scoring Rubric."**

#### **3.2 Description of Application Sections**

The purpose and content of each section is described below. Applicants should include all information necessary to adequately describe the proposed project.

##### **Executive Summary**

- ☐ **Overview:** Briefly describe how the LEA charter plans to use the grant funds to implement a co-located therapeutic classroom that will expand District charter schools' capacity to serve students with IEPs who have high levels of academic and behavioral needs.

##### **A. Program Features (Maximum 10 points)**

- ☐ **Grant Requirement:** This grant requires that the grantee provide intensive programming and supports to LEA charter students with IEPs:
  - Whose disability classification is either Emotional Disturbance ("ED") or Multiple Disabilities ("MD") with ED and/or Other Health Impairment ("OHI")- Attention Deficit Hyperactive Disorder ("ADHD"), and
  - Whose level of need cannot be accommodated at the LEA of primary enrollment.
  - The classroom must accommodate ten (10) students and ensure a staff to student ratio of three to one (3:1).
  - Staffing must include a special education teacher, a clinician, and a behavioral aide.
  - The model must adopt an evidence-based therapeutic model with demonstrated success in other jurisdictions.
  - Additionally, the grant requires that grantee to enter into a memorandum of agreement ("MOA") with OSSE and any other LEA charter electing to participate.

Please address how the LEA charter will meet these core requirements.

- ☐ **Program Mission and Vision:** Provide a mission statement for the proposed co-located therapeutic classroom model. The mission statement should: (1) clearly articulate the LEA's overall vision/philosophy of special education service delivery, and the significance of serving students with emotional disturbance effectively within its service delivery

framework, (2) address the importance of a co-located therapeutic classroom, and (3) address the importance of supporting students' successful transition back to the LEA of primary enrollment.

- ❑ **Program Goals:** List the program's three (3) overarching goals. In defining the goals, include student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis for measuring student performance and progress.
- ❑ **Program Start-Up:**
  - Describe the grade and age levels of the student population the classroom model plans to serve. Include the educational needs of these students and describe what is distinctive and promising about the way in which the program will address these needs. Identify the research base underlying the program design and the rationale for selecting the approach.
  - Create a name for the program that embodies the program's philosophy and ensures a positive impact on student, family and staff perceptions of the program. If known, describe where the classroom will be housed when it opens. Describe additional building resources students will have access to, i.e. music room, gym, computer lab.
  - If a permanent site has not been identified, describe the present options for a site, including the timetable for identifying and acquiring the site.
  - Describe plans for staffing the program, including the qualifications of personnel, the availability of staff and/or the plan for recruitment and hiring to ensure that staff are in place in time for start-up.
  - Describe training/orientation plans for program staff and other staff at the site, to ensure that the purpose of the program is clear to all stakeholders upon start-up and to facilitate a smooth program opening.
  - Submit a completed time line, demonstrating the LEA charter's ability to ensure a SY13-14 start up.

## **B. Program Curriculum (Maximum 16 points)**

- ❑ **Instructional Materials and Methods of Instruction:** Discuss the criteria that will be used in selecting resources and instructional materials that are aligned with the mission of the program. In detail, describe the instructional methods to be used and how the methods proposed will provide students with the knowledge and skills needed to perform at high levels and produce the outcomes anticipated in the program's goals.
- ❑ **Evidence-Based Practice for Behavior Management:** Identify evidence based practices (EBP), with proven success, which the LEA charter plans to implement. Include the rationale for each EBP chosen (i.e. trauma focused – Cognitive Behavioral Therapy (TF-CBT), Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS),

Aggressive Replacement Therapy (ART), Restorative Justice, Positive Behavior Interventions and Supports (PBIS), etc.).

- ❑ **Opportunities for Students to Interact with Nondisabled Peers:** Describe the opportunities students enrolled in the program will have in interacting with their nondisabled peers.
- ❑ **Student Progress and Achievement:** Describe the proposed methods for assessing academic and behavioral progress and achievement. Address the following:
  - Academic Progress:** Identify the assessments (diagnostic, formative, and summative, i.e. curriculum based assessments, Dynamic Indicators of Basic Early Literacy Skills [DIBELS] , DC – Comprehensive Assessment System [DC-CAS], etc.) that the program will adopt to inform instruction. Describe how academic progress will be measured and communicated to stakeholders, beyond the standard quarterly report cards/IEP progress reports and frequency of those measures. Describe how the program staff will communicate with the sending LEA in order to ensure continuity of care and student success.
  - Behavioral Progress:** Describe how behavioral progress will be tracked, including the tools that will be used to document and analyze behavioral progress. Include how behavioral progress will be measures and communicated to stakeholders and students, beyond the standard IEP progress reports, student conferences and staff meeting.
- ❑ **Data Collection:** Explain the data collection tools the LEA charter will be using to maintain (behavioral and academic) achievement data. Identify the data manager for this program and provide a description of the data disaggregation and manipulation capabilities of the individual.
- ❑ **Student Involvement:** Describe the ways in which the student will be regularly informed of his or her progress and have opportunities to provide feedback to inform adjustments of the learning plan and/or of the program as a whole.

**C. System of Care (Maximum 16 points)**

- ❑ **Parental Involvement:** Describe how the program will ensure that parents are provided with the information and training they need to better support their child’s learning. Describe the role that teachers, administrators, and other school staff will play in making sure that all parents are welcomed to the program and are encouraged to participate in decisions about their children's education.
- ❑ **Community Engagement:** Describe how the program intends to create a relationship with community agencies and organizations that serve students with high behavioral needs. The degree to which the applicant is able to use the opportunity to demonstrate the

creative use of existing partnerships and/or secure additional resources from community partners will be considered.

- ❑ **School Organization and Culture:** Describe how the program will be organized and how the organization and culture of the program will support student learning and promote responsible citizenship. Consider such topics as classroom organization and structure, student grouping, classroom climate, student advocacy programs (i.e. mentoring), and the concept of the program as a “learning community.”
- ❑ **Safety, Order, and Student Discipline:** Describe how the LEA will ensure that the program is safe, a place where both teachers and students can feel secure, and where effective learning can take place. Describe the program’s philosophy regarding student behavior, discipline, and participation in school activities with the general student population. Describe the role of the program staff in monitoring student behavior, advising and mentoring students, and maintaining communication with parents and families.
- ❑ **Attendance/Truancy and Enrollment/Termination:** Describe how the program will promote high attendance levels. Additionally, describe the policies and procedures that will guide the enrollment and termination process for students. For the termination criteria, clearly explain the measureable, concrete factors you will use to determine when a student has successfully completed the program and is ready to transition back to the sending LEA.
- ❑ **Transition Planning:** Describe the process (including individualized planning) for transitioning students back into the LEA of primary enrollment, taking into account that the average length of assignment will be one school year. Explain how this planning builds upon students’ strengths, eases the challenges associated with changing schools and minimizes repeat enrollees. Submit a clear plan of how the LEA charter will collaborate with the sending LEAs in order to fully support students when they transition back to a less restrictive environment.

#### **D. Financial Management and Sustainability (Maximum 8 points)**

- ❑ **Financial Management:** Describe the financial management and internal accounting procedures of the program, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).
- ❑ **Program Sustainability:** Describe how the LEA charter plans to continue operation of the co-located classroom after the grant period. Provide a budget with the co-located classroom needs and how these needs will be addressed, including any additional funding streams or resources from partnerships, i.e. fundraisers, private donors, interns through university partnerships, etc.



## **SECTION 4. Review Panel and Application Scoring**

### **4.1 Review Panel**

The FY2013 District Charter Local Education Agency Co-Located Therapeutic Classroom Model is a competitive grant. The Review Panel for this RFA will be composed of individuals with knowledge of special education, public charter schools, and program quality.

### **4.2 Scoring Rubric**

For details on the FY2013 District Charter Local Education Agency Co-Located Therapeutic Classroom Model Scoring Rubric, please refer to the **Attachment E- "Scoring Rubric."**

## **SECTION 5. GENERAL PROVISIONS**

### **5.1 Monitoring and Reporting**

OSSE may utilize several methods to monitor the project including, but not limited to, site visits, collection of performance data, and financial reports. All information in these reports is subject to verification, and OSSE may require additional information from the grantee. Additionally, OSSE reserves the right to request and be provided with additional information, such as financial statements, academic progress data, etc. at any time during the grant award life.

### **5.2 Nondiscrimination in the Delivery of Services**

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under, any program activity receiving IDEA funds.

### **5.3 Certificate of Good Standing**

Each applicant must submit a Certificate of Good Standing from the DC Department of Consumer and Regulatory Affairs. The Certificate shall be current (issued within 60 days of the application submission).

### **5.4 D.C. Obligations**

Each applicant must submit a notarized statement verifying that it is current on all obligations outstanding to a DC agency or entity.

### **5.5 Document Retention**

Sub-recipients of these funds are required to maintain complete documentation of grant activities including financial records, supporting documents, statistical records, and all other records pertinent to this award for a period of three (3) years from the end date of the program period to ensure that such documentation is available to authorized entities for review upon request.

### **5.6 Audits**

At any time or times before final payment and up to three (3) years thereafter, the District and respective jurisdictional administrative agencies may audit the applicant's expenditure statements and source documents.

### **5.7 W-9**

The applicant shall submit a completed W-9 form. If the applicant has submitted an updated W-9 to OSSE within the past year, the applicant shall provide the date of this submission.

### **5.8 Conflicts of Interest**

Grantees must avoid apparent and actual conflicts of interest when administering grants. Department of Education regulation 34 CFR 75.525(a) prohibits a person from participating in

an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the grantee. 34 CFR 75.525(b) provides further that a person may not participate in a project to use his or her position for a purpose that is – or gives the appearance of being – motivated by a desire for a private financial gain for that person or for others.



## **SECTION 6. ATTACHMENTS**

Attachment A	Notification of Intent to Apply
Attachment B	Original Receipt
Attachment C	Applicant Profile/Cover Page
Attachment D	Grant Budget
Attachment E	Scoring Rubric

ATTACHMENT A

**Notification of Intent to Apply  
Due July 8, 2013**

Office of the State Superintendent of Education  
FY2013 District Charter Local Education Agency Co-Located Therapeutic Classroom Model

**TO:** Ms. Yuliana Del Arroyo  
Division of Specialized Education (DSE)  
Office of the State Superintendent of Education  
810 First Street, NE, 5<sup>th</sup> Floor  
Washington, DC 20002  
Telephone: (202) 741-6462  
E-mail: [Yuliana.Delarroyo@dc.gov](mailto:Yuliana.Delarroyo@dc.gov)

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**RE:** Please accept this notification that the following *eligible* organization intends to apply for consideration of funding under the FY2013 District Charter Local Education Agency Co-Located Therapeutic Classroom Model Grant.

---

Applicant Name (Local Education Agency Official Name)

---

Applicant Address

---

Applicant Contact Person

---

Telephone

---

Fax

---

Authorized Representative Name and Title

---

Signature

---

Date

I will attend the mandatory Pre-Application Conference:

☐

**July 9, 2013, 3:00- 4:00 pm** at 810 First Street, NE, 3<sup>rd</sup> Floor (Side A), Washington, DC 20002

☐

**July 10, 2013, 2:00- 3:00 pm** at 810 First Street, NE, 9<sup>th</sup> Floor (Room 9034), Washington, DC 20002

Number of Attendees: \_\_\_\_\_

**ATTACHMENT B**

**Original Receipt**

Office of the State Superintendent of Education  
FY2013 District Charter Local Education Agency Co-Located Therapeutic Classroom Model

The Office of the State Superintendent of Education is in receipt of application from:

**Contact Name:** \_\_\_\_\_

**Applicant Name (LEA Name):** \_\_\_\_\_

**Address (City, State, Zip):** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**OSSE USE ONLY:**

Received on this date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Received at this time:

Received by:

\_\_\_\_\_ Applications with original signature submitted

**LATE APPLICATIONS WILL NOT BE CONSIDERED FOR AN AWARD**

**ATTACHMENT C**

**Applicant Profile/Cover Page**

Office of the State Superintendent of Education

FY2013 District Charter Local Education Agency Co-Located Therapeutic Classroom Model

**Applicant Name (LEA Name):** \_\_\_\_\_

**Contact Person Name:** \_\_\_\_\_

**Contact Person Title:** \_\_\_\_\_

**Office Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**Cell Phone:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**ATTACHMENT D**

**Grant Budget**

Office of the State Superintendent of Education  
FY2013 District Charter Local Education Agency Co-Located Therapeutic Classroom Model

**\*\*Attach a proposed budget worksheet for the grant. Label document as "Attachment D."\*\***

**ATTACHMENT E**

**Scoring Rubric**

Office of the State Superintendent of Education

FY2013 District Charter Local Education Agency Co-Located Therapeutic Classroom Model

SECTION A- PROGRAM FEATURES		
<b>Grant Requirements</b>		
<p><i>This grant requires that the grantee provide intensive programming and supports to LEA charter students with IEPs: (1) Whose disability classification is either Emotional Disturbance (“ED”) or Multiple Disabilities (“MD”) with ED and/or Other Health Impairment (“OHI”)- Attention Deficit Hyperactive Disorder (“ADHD”), and (2) whose level of need cannot be accommodated at the LEA of primary enrollment; (3) the classroom must accommodate ten (10) students and ensure a staff to student ratio of three to one (3:1); (4) staffing must include a special education teacher, a clinician, and a behavioral aide; (5) the model must adopt an evidence-based therapeutic model with demonstrated success in other jurisdiction; (6) and, the grant requires that grantee to enter into a memorandum of agreement (“MOA”) with OSSE and any other LEA charter electing to participate. Please address how the LEA charter will meet these requirements.</i></p>		
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>2</b>	<b>4</b>
Strengths:		
Weaknesses:		
<b>Program Mission and Vision</b>		
<p><i>Provide a mission statement for the proposed co-located therapeutic classroom model. The mission statement should: (1) clearly articulate the LEA’s overall vision/philosophy of special education service delivery, and the significance of serving students with emotional disturbance effectively within its service delivery framework, (2) address the importance of a co-located therapeutic classroom, and (3) address the importance of supporting students’ successful transition back to the LEA of primary enrollment.</i></p>		
<b>Fails to meet criterion- response did not address all three required elements</b>	<b>Minimally meets criterion- response did not fully address all three required elements</b>	<b>Substantially meets criterion- response fully addresses three required elements</b>
<b>0</b>	<b>1</b>	<b>2</b>
Strengths:		
Weaknesses:		
<b>Program Goals</b>		
<p><i>List the program’s three (3) overarching goals. In defining the goals, include student-level performance goals as well as program-level performance goals. Describe how the goals will be used as a basis for measuring student performance and progress.</i></p>		
<b>Fails to meet criterion- response did not provide three goals</b>	<b>Minimally meets criterion- response provides three required goals but goals are not aligned to measurement of student level performance</b>	<b>Substantially meets criterion response provides three required goals and clearly describes alignment to student-level performance</b>
<b>0</b>	<b>1</b>	<b>2</b>
Strengths:		
Weaknesses:		
<b>Program Start-Up</b>		
<ul style="list-style-type: none"> <li><i>Describe the grade and age levels of the student population the classroom model plans to serve. Include the educational needs of these students and describe what is distinctive and promising about the way in which the</i></li> </ul>		

<p>program will address these needs. Identify the research base underlying the program design and the rationale for selecting the approach.</p> <ul style="list-style-type: none"> <li>• Create a name for the program that embodies the program's philosophy and ensures a positive impact on student, family and staff perceptions of the program. If known, describe where the classroom will be housed when it opens. *Describe additional building resources students will have access to, i.e. music room, gym, computer lab.</li> <li>• If a permanent site has not been identified, describe the present options for a site, including the timetable for identifying and acquiring the site.</li> <li>• Describe plans for staffing the program, including the qualifications of personnel, the availability of staff and/or the plan for recruitment and hiring to ensure that staff are in place in time for start-up.</li> <li>• Describe training/orientation plans for program staff and other staff at the site, to ensure that the purpose of the program is clear to all stakeholders upon start-up and to facilitate a smooth program opening.</li> <li>• Submit a completed time line, demonstrating the LEA charter's ability to ensure a SY13-14 start up.</li> </ul>		
<p><b>Fails to meet criterion- response does not address all required elements outlined in this section.</b></p>	<p><b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b></p>	<p><b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b></p>
0	1	2
<p>Strengths:</p>		
<p>Weaknesses:</p>		
<p><b>Total Points for Section A: ____/10 points</b></p>		

SECTION B – PROGRAM CURRICULUM		
Instructional Materials and Methods of Instruction		
<p>Discuss the criteria that will be used in selecting resources and instructional materials that are aligned with the mission of the program. In detail, describe the instructional methods to be used and how the methods proposed will provide students with the knowledge and skills needed to perform at high levels and produce the outcomes anticipated in the program's goals.</p>		
<p><b>Fails to meet criterion- response does not address all required elements outlined in this section.</b></p>	<p><b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b></p>	<p><b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b></p>
0	1	2
<p>Strengths:</p>		
<p>Weaknesses:</p>		
Evidence-Based Practice for Behavior Management:		
<p>Identify evidence based practices (EBP), with proven success, which the LEA charter plans to implement. Include the rationale for each EBP chosen (i.e. trauma focused – Cognitive Behavioral Therapy (TF-CBT), Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS), Aggressive Replacement Therapy (ART), Restorative Justice, Positive Behavior Interventions and Supports (PBIS), etc.).</p>		
<p><b>Fails to meet criterion- response does not address all required elements outlined in this section.</b></p>	<p><b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b></p>	<p><b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b></p>
0	2	4
<p>Strengths:</p>		
<p>Weaknesses:</p>		

<b>Opportunities for Students to Interact with Nondisabled Peers</b>		
<i>Describe the opportunities students enrolled in the classroom model will have in interacting with their nondisabled peers.</i>		
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>1</b>	<b>2</b>
Strengths:		
Weaknesses:		
<b>Student Progress and Achievement</b>		
<i>Describe the proposed methods for assessing academic and behavioral progress and achievement. Address the following: (1) <b>Academic Progress:</b> Identify the assessments (diagnostic, formative, and summative, i.e. curriculum based assessments, Dynamic Indicators of Basic Early Literacy Skills [DIBELS] , DC – Comprehensive Assessment System [DC-CAS], etc.) that the program will adopt to inform instruction. Describe how academic progress will be measured and communicated to stakeholders, beyond the standard quarterly report cards/IEP progress reports and frequency of those measures. Describe how the program staff will communicate with the sending LEA in order to ensure continuity of care and student success. (2) <b>Behavioral Progress:</b> Describe how behavioral progress will be tracked, including the tools that will be used to document and analyze behavioral progress. Include how behavioral progress will be measures and communicated to stakeholders and students, beyond the standard IEP progress reports, student conferences and staff meeting.</i>		
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>2</b>	<b>4</b>
Strengths:		
Weaknesses:		
<b>Data Collection</b>		
<i>Explain the data collection tools the LEA charter will be using to maintain (behavioral and academic) achievement data. Identify the data manager for this program and provide a description of the data disaggregation and manipulation capabilities of the individual.</i>		
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>1</b>	<b>2</b>
Strengths:		
Weaknesses:		
<b>Student Involvement</b>		
<i>Describe the ways in which the student will be regularly informed of his or her progress and have opportunities to provide feedback to inform adjustments of the learning plan and/or of the program as a whole..</i>		
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>1</b>	<b>2</b>



Strengths:
Weaknesses:
<b>Total Points for Section B: _____/16 points</b>

SECTION C – SYSTEM OF CARE			
<b>Parental Involvement</b>			
<i>Describe how the program will ensure that parents are provided with the information and training they need to better support their child's learning. Describe the role that teachers, administrators, and other school staff will play in making sure that all parents are welcomed to the program and are encouraged to participate in decisions about their children's education.</i>			
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>	
<b>0</b>	<b>1</b>	<b>2</b>	
Strengths:			
Weaknesses:			
<b>Community Engagement</b>			
<i>Describe how the program intends to create a relationship with community agencies and organizations that serve students with high behavioral needs. The degree to which the applicant is able to use the opportunity to demonstrate the creative use of existing partnerships and/or secure additional resources from community partners will be considered.</i>			
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>	
<b>0</b>	<b>1</b>	<b>2</b>	
Strengths:			
Weaknesses:			
<b>School Organization and Culture</b>			
<i>Describe how the program will be organized and how the organization and culture of the program will support student learning and promote responsible citizenship. Consider such topics as classroom organization and structure, student grouping, classroom climate, student advocacy programs (i.e. mentoring), and the concept of the program as a "learning community."</i>			
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>	
<b>0</b>	<b>1</b>	<b>2</b>	
Strengths:			
Weaknesses:			
<b>Safety, Order, and Student Discipline</b>			
<i>Describe how the LEA will ensure that the program is safe, a place where both teachers and students can feel secure, and where effective learning can take place. Describe the program's philosophy regarding student behavior, discipline, and participation in school activities with the general student population. Describe the role of the program staff in monitoring student behavior, advising and mentoring students, and maintaining communication with parents and families.</i>			

<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>2</b>	<b>4</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Attendance/Tuancy and Enrollment/Termination</b>		
<i>Describe how the program will promote high attendance levels. Additionally, describe the policies and procedures that will guide the enrollment and termination process for students. For the termination criteria, clearly explain the measureable, concrete factors you will use to determine when a student has successfully completed the program and is ready to transition back to the sending LEA.</i>		
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>1</b>	<b>2</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Transition Planning</b>		
<i>Describe the process (including individualized planning) for transitioning students back into the LEA of primary enrollment, taking into account that the average length of assignment will be one school year. Explain how this planning builds upon students' strengths, eases the challenges associated with changing schools and minimizes repeat enrollees. Submit a clear plan of how the LEA charter will collaborate with the sending LEAs in order to fully support students when they transition back to a less restrictive environment.</i>		
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>2</b>	<b>4</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		
<b>Total Points for Section C: ____/16 points</b>		

<b>SECTION D – Financial Management and Sustainability</b>		
<b>Financial Management</b>		
<i>Describe the financial management and internal accounting procedures of the program, including the fiscal controls put in place to ensure accountability. The applicant must agree to maintain its financial records in accordance with generally accepted accounting principles (as defined by the American Institute of Certified Public Accountants).</i>		
<b>Fails to meet criterion- response does not address all required elements outlined in this section.</b>	<b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b>	<b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b>
<b>0</b>	<b>2</b>	<b>4</b>
<i>Strengths:</i>		
<i>Weaknesses:</i>		

<b>Program Sustainability</b>		
<p><i>Describe how the LEA charter plans to continue operation of the co-located classroom after the grant period. Provide a budget with the co-located classroom needs and how these needs will be addressed, including any additional funding streams or resources from partnerships, i.e. fundraisers, private donors, interns through university partnerships, etc.</i></p>		
<p><b>Fails to meet criterion- response does not address all required elements outlined in this section.</b></p>	<p><b>Minimally meets criterion- response addresses all required elements but descriptions do not demonstrate sufficient evidence of a plan that can be effectively implemented.</b></p>	<p><b>Substantially meets criterion- response addresses all required elements and provides clear evidence of a plan that will ensure effective implementation.</b></p>
<b>0</b>	<b>2</b>	<b>4</b>
<p><i>Strengths:</i></p>		
<p><i>Weaknesses:</i></p>		
<p><b>Total Points for Section D: ____/8 points</b></p>		